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ABSTRACT

Experiential, or experience-based, learning programs can range from subjecting the products of student learning to judgment by adults to placing students in the community where standards are set by adults, students learn to negotiate on their own, and individual experiences are followed by reflection and debriefing. A number of benefits in the realm of lifelong learning, life-coping skills, and self-development and role-modeling can derive from the direct experiences students have in these programs. Brief discussions of active programs in Oregon, kinds of experiential activities one can create, and sources of further information are included. (Author/IRT)

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OREGON STUDENTS ARE LEARNING IN THE COMMUNITY

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PREFACE

You have probably said yourself there are many things in this life that can only be learned by experience. Most of us tend to remember best when we had to "do it ourselves"--riding a bike, to be involved directly--playing on a team, to try it out--student teaching, to hear from an expert where we did it right and wrong--supervisor's evaluation, to find out first hand how it feels to confront real problems and solve them--buying and maintaining a car. The list of examples could go on and on.

And so it is only natural that educators have always been interested in how "learning by doing" could become a natural part of curriculum and instruction. Sometimes the best approach is to simulate the real thing in a classroom setting (better to learn cardio pulmonary resuscitation on a mannequin than on a friend); in most cases, though, it's possible to find the resources necessary to create learning situations by just looking around.

Indeed, hardly a school reform is offered today that doesn't urge teachers and administrators to use existing community resources for enrichment and sometimes even instructional purposes. The hitch is easy to identify, however: how can we do these things cost-effectively for more than just a handful of students.

The answers are not simple, but at least the precedents are becoming more and more widespread. Thanks now to careful research and development efforts, schools are helping young people have closer encounters with the real world in ways that pay-off for students and taxpayers alike. This Bulletin will examine some of the trends in experiential learning--particularly at the secondary level--and describe a few of the exemplary efforts already underway.

Kenneth A. Erickson
Executive Secretary
Oregon School Study Council

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I. Introduction

Historians remind us that experience-based learning was commonplace in colonial America. Youngsters worked side-by-side with adults. Electricity and the automobile and a rapidly-expanding population forced changes in the educational enterprise, however. The age of specialization required new educational techniques; greater numbers of students required bigger and better buildings; the more we learned about our world the more we wanted to know. Textbooks and curriculum guides that metered instruction for 12 or so years required the help of trained teachers. Sanctions for young people to sample the world beyond their classrooms were few.

In the 1950's and 60's, leaders began to question some of the assumptions and practices found in public education systems. Reform became a popular catchword and educational innovations appeared right and left. Much was learned about how curriculum and instruction could be improved and much was also learned about the climate that must be established before educational change takes hold.

The frenetic growth in education services mixed with new priorities in the 1970's was hardly a comfortable time for considering still other changes in our educational systems. Yet, now the criticisms were more than just the isolated voices of politicians or academics: major educational associations, select blue ribbon panels, leading school administra-

tors and plain folks like parents and students began to express concerns like these:

- The comprehensive school is not the sole locus for an education; out-of-school learnings are also highly significant.
- Greater recognition is needed for community-based learning activities.
- School is too isolated from other age groups.
- Greater use of community resources should be made.
- The custodial and protective role of the school is excessive; it inhibits student responsibility and maturation.
- Keeping young people in school up to an arbitrary age apparently inhibits reforms.
- School organization, including excessive size, restricts the opportunity for reform.
- More diversity of course offerings is needed.
- The school is overburdened with ever-increasing demands from society.
- Youth are maturing physiologically and are being granted their legal majority at an earlier age today, a factor few schools have sufficiently recognized.[1]

Experiential learning is widely viewed as one way to answer these concerns. Furthermore, every secondary school in Oregon today is already helping

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[1]Adapted from 25 Action Learning Schools, National Association of Secondary School Principals, 1974.

students have close encounters with the real world which are excellent beginnings for more advanced forms of experiential learning. One way to depict a continuum of experiential learning programs follows:

Close Encounters	Closer Encounters	Closest Encounters
Products of student learning are judged by a critical audience	Students make choices about what will be done and how, with help from peers and adult mentors	Standards are set by adults in the community; students learn to negotiate on their own; individual experiences are followed by reflection, debriefing
Examples:	*Examples:*	*Examples:*
School band, choirs, orchestra	Explorer Scouting	Apprenticeship
School newspaper, yearbook	Field research to supplement classwork	Cooperative education
Thespians and drama classes	Social or political action class	Experience-Based Career Education
Vocational student organizations (FFA, DECA, VICA)	School without walls	Service-learning
School athletic teams	Junior Achievement	
Vocational education house construction project	Foxfire-type programs	
	Outward Bound	
	Executive High School Internship Program	

II. Closest Encounters Take Courage

There are several characteristics of that third dimension of experience-based learning that distinguish it from other modes[2]:

1. The student confronts a novel responsibility in a demanding challenging context.

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[2]Adapted from Richard Graham's "Youth and Experiential Learning" in Youth: The Seventy-Fourth Yearbook of the National Society for the Study of Education and Ronald B. Gager's unpublished paper "An Inquiry Into The Learning Process Underlying Various Modes of Experientially-Based Education." A comprehensive review of the literature and basic assumptions behind experiential learning can be requested from the author at Northwest Regional Educational Laboratory.

2. The learner feels conflict between present ways of thinking and more advanced stages.
3. The experience spawns other experiences; it impells the learner to further action.
4. The experience is meaningful for the learner because there is something useful to be accomplished.
5. Objectives are usually specified in advance and articulated with other educational activities.
6. Another person is involved, to help expand the learner's depth of field.
7. There is time set aside for reflection and analysis, for seeing how each experience fits into a bigger picture.

How then will you know this kind of experience-based learning when you see it? Here are some clues to look for:

Time and Place for Instruction

- The range of adults with whom students interact increases. These adults may or may not hold teacher certificates but they certainly have a great deal to offer young people.
- Students spend more than just a brief time out of their traditional classrooms. The away-from-textbooks hours add up quickly rather than merely taking a one-shot field trip.
- Field experiences are no longer strange and scary for students; they become accustomed to moving around the community independently and confronting unusual situations.

Instructional Intent is Personalized

- Learning objectives are individually determined to reflect each

student's own needs, interests and abilities rather than a group norm.

- Learning objectives are written to reflect what the student will actually encounter in the off-campus setting rather than what a curriculum guide specifies.
- Students are encouraged to make a direct contribution to others and know what it is like to have others depend on them.
- Learning objectives can be correlated to recognized academic competencies in case someone presses the case that the experience is not "educational."

Performance Can Be Measured

- Learning outcomes are visible because the proof is in the doing.
- Successful completion of a learning task is often a judgment call by a knowledgeable adult who is probably an expert in that particular topic. Professional educators monitor the student's work to remain accountable for learning outcomes.

Responsibility for Learning is Shared

- The school retains legal responsibility for the educational viability of the learning experience if credit is to be earned.
- The student learns to negotiate the what, where, when and how of each off-campus educational activity.
- A planning and policy making structure for the program may include educators, citizens, students, and parents alike.
- Parents or guardians take an active role in planning and supporting their youngster's learning experiences.

III. Some Benefits of Experiential Learning

Lifelong Learning

Experience-based learning emphasizes everyone's need for lifelong practice in the basic tools of learning--reading, writing, speaking and analyzing, asking questions, computing, finding resources, solving problems. These process skills help the learner become self-reliant and confident to pursue independent goals: in short, equipped to enter a life of continued growth and learning.

Students in experience-based learning begin to see how knowledge is integrated when applied in the real world. Since subjects such as reading, human relations, speech, mathematics, physics, geography and psychology are not separate domains for the design engineer planning a new hospital complex, neither should they be for the high school student. While students in experience-based learning engage regularly in actual tasks that apply learned skills in a realistic, integrated fashion, they are also encouraged to analyze these tasks to see the common applications of various basic skills.

Students in experience-based activities learn how to apply fundamental principles and, perhaps most important, where to find more information when they need it. The ability to find what they need gives young people a feeling of competence and is an essential skill for lifelong learning.

Experience-based learning emphasizes processes. For example, students are required to learn and practice the process of scientific investigation, but they may choose the areas in which they apply scientific methods. A student may select plant biology, astronomy, geography or even some area not usually associated with the content area of science and then use

scientific methods of investigation to probe specific issues of interest or concern. Similarly, students may learn a critical thinking method of problem solving and apply it to special problems they want to solve. By practicing processes such as scientific inquiry and critical thinking, they not only acquire lifelong learning skills but also begin to understand what these processes really mean.

Life Coping Skills

Experience-based learning puts students in touch with everyday experiences and a variety of people. Students get a firsthand view of the ways people cope with their surroundings and apply what they learn to the daily requirements of living--from solving problems to keeping physically and mentally fit.

Survival in today's complex world means more than just earning a living. Students need to know how to use their earning power wisely, get along with other people, exercise their rights as citizens, appreciate the rich cultural heritage of humanity, use leisure time and adapt to change. These are some of the life skills that will make adulthood more satisfying.

Career development, in its broadest sense, means "what do I do with my life?" Decisions in this area raise other questions: How much education do I need? What dealings will I have with other people? What satisfactions do I want from my work? What skills can I develop? What level of income do I hope to have? How do I change careers?

Students involved in community experiences learn that the timing of career decisions may differ from person to person. They will know this by experience, not just from a file of occupational information but from

rubbing shoulders with a variety of people who have made career decisions in many different ways and with varying degrees of satisfaction. By encountering a number of careers, even in one job cluster, students recognize the need for adaptability and flexibility in coping with future changes both within themselves and in the working world.

Students in experience-based learning are constantly matching facts about themselves with the reality of career choices? Do I want to spend seven years in college to be a lawyer? Do I know enough about plane geometry to do drafting? How much can I accomplish by visiting another community site?

Self-confidence is difficult to teach from a textbook. Experience-based learning tries to place students in situations that help them understand themselves, gaining confidence from their strengths and understanding their weaknesses as they grow in their abilities to absorb new experiences and to change.

Students involved in experience-based learning are challenged to reach out and take hold of many new types of learning resources. They begin to use a wide range of information about themselves from standardized measures, informal assessments and face-to-face interaction with staff and resource people. Students discover that they are not treated like children. They also discover that guidance is available at every turn to help them expand their horizons and potential as they move toward adulthood.

Self-Development and Role Modeling

Experience-based learning places responsibility for learning directly with individual students. They may get practice in planning, making de-

cisions and negotiating and evaluating their own tailor-made learning plans. Requirements and deadlines are specified and scheduling assistance may be needed as an aid to students as they plan reasonable targets for accomplishing program work.

Students and staff define the limits and consequences of student behavior, and students are held accountable for their actions. Students learn to meet expectations, whether their own set of interests, needs and wants; graduation requirements; or particular community site regulations.

Experience-based learning makes the community the classroom; for example, an optometrist may explain lens refraction as part of a student's project, a bank official may certify a student's competency in certain credit transactions, and a union official may discuss labor problems with a student group. In the process of sharing information, community resource people also provide models for some basic human skills that young people want and need.

Students using the community as their classroom become acquainted with a greater variety of adults than their counterparts in regular programs. Even though professional staff still play a strong role in the learning activities of experience-based education, these activities give the students plenty of room to learn from interacting with community resource people, as well as their peers. Resource people say they learn a lot too--about their jobs and about young people, including positive qualities they may not have recognized before.

In Summary

Students learn the skills expected of all high school graduates by using those skills in real situations. Rather than simply learning theories

in the classroom, each student applies those theories in actual problem solving.

Experience-based learning capitalizes on all sensory experiences: seeing the face of a client in the public defender's office, hearing the roar of a catalytic furnace, feeling the smoothness of a carefully ground lens, smelling the results of a laboratory test, tasting the quality of a chocolate eclair.

The synthesis of experiences into a systematic learning framework is the curriculum in experience-based learning with outcomes generally measured by performance.

IV. What Oregon Communities Are Doing

Resource Persons in the Classroom

Here is perhaps the easiest way to begin experimenting with opportunities for experiential learning. The exposures are brief and the educational pay-off can be rewarding if careful planning and follow up occur. Students should play an active role from the very beginning: Would resource persons have something to offer? Who? How do we locate those persons? What do we and they need to do in advance? What are we going to do when they're here?

Helps and support systems for teachers and administrators are gradually becoming more accessible, thanks in part to the advent of career education planning in the early 1970's. Comprehensive resource networks that provide a clearinghouse for community contacts have been established in at least five Oregon sites. These systems are typically designed to serve more than one school district. For more information, contact:

Institute for Public Affairs Research (IPAR)
Suite 710
516 S. E. Morrison
Portland, OR 97214 (503) 233-6582

Community Resources Information System
Washington County Education Service District
14150 N. W. Science Park Drive
Portland, OR 97229 (503) 641-7191

Lane Education Service District
Community Resource Office
P. O. Box 2680
1200 Highway 99N
Eugene, OR 97402 (503) 689-6500

Community Resource Scheduling Center
Salem Public Schools
1070 Leslie Street S. E.
Salem, OR 97303 (503) 399-3116

Visit File Project
Career Development Center
P. O. Box 967
Roseburg, OR 97470 (503) 672-5571

Commercial materials that help both teachers and community resource people cope with this mode of learning are few. Try The Community Resource Person's Guide (1977: Northwest Regional Educational Laboratory). IPAR may also have materials as does Mary Simpson, Lane County Education Service District.

Simulations, Gaming and Your Imagination

Another basic technique many teachers use successfully is simulation. Rather than putting students into direct contact with reality, you try to recreate the conditions in the classroom. Students are confronted with real problems that must be solved. They may work as individuals or in groups using commerical materials, a computer hook-up, prepackaged games, or a total curriculum program lasting several weeks. An example of the

latter approach is the "model office" material used by some business education teachers. Students play the roles of staff in a fictitious firm and handle the business functions those jobs require. School districts or education service district resource libraries should have information about the latest techniques in simulation and gaming.

Laboratory Programs

School science programs and vocational offerings have always relied on laboratory work to supplement theory. Here again is a basic form of experiential education. Students complete workbook assignments, conduct experiments, build projects. They use the raw materials and actual equipment much as they would "outside." Conditions are carefully controlled to make sure specified learning is accomplished.

Performance-Based Learning

When we know that someone else is going to judge how well we have learned some knowledge or skill by paying to see or use our product, then we will likely put a lot more effort into the process. That is one of the important features of experience-based learning: meeting the standards of the outside world. And here, again, we have a number of examples in most communities today. Take, for example, the school newspaper, football team, choir, band, orchestra or dramatics class. What students write, how well they play or sing will be judged not only by their peers, but by parents, relatives, neighbors, taxpayers and interscholastic competitors. In Future Farmers of America and 4-H programs, for instance, student projects are judged by knowledgeable peers and professionals in the field--with some going on to compete at the State Fair. In Junior Achievement

and Scouting merit badge programs, volunteer adults with considerable expertise are asked to lend their skills to guide young people in helping young people solve problems that are immediate and real. In construction clusters at several Oregon school districts, students are building a home a year from the ground up. Each project may also involve students from home economics, drafting horticulture, and business education who handle design, construction and marketing problems as part of their coursework.

"Bridged" Programs

There are many good examples today of programs that encourage youngsters to spend part of their day in regular school coursework while also holding down a job responsibility for credit. Perhaps the most widely practiced is cooperative work experience which ideally ties a student's vocational interests to related academic and skill development. The student, faculty member and on-site sponsor typically draft out a training agreement which specifies that while working on that job the student will be acquiring certain occupational skills. Usually the student is treated as a regular employee and actually earns a wage. There are also general work experience programs which seldom try to draw a direct link between a student's part-time job and school courses. At the post-secondary level, of course, the notion of a practicum or field experience is often an essential part of professional training.

Non-Traditional Classrooms

A popular kind of experiential learning in the 1970's has been schools-without-walls. One of the most famous is Philadelphia's Parkway

Program and variations have since emerged in most sections of the country. Usually operating as full alternative schools, or sometimes as mini-courses, this approach to using community resources often involves little more than moving the classroom out of the traditional school building and placing it in a new environment. Art classes might meet in a museum or gallery, for instance. In these instances, the curriculum and instruction framework seldom changes. Students generally remain in groups and hear lectures, but their teachers in this case are volunteer experts.

An out-of-school program that operates very closely with school systems is the Exploring Program operating under the auspices of Scouting, USA. Students take Career Interest Surveys in their schools, willing sponsors are identified in the community, and Exploring specialty posts are established if enough students are interested. Over 75 such units are available to students in the greater Portland area, in fields ranging from aviation to zoology. Students interested in architecture, for instance, would meet in the offices of a large architectural firm on a regular basis, completing activities they and their sponsors plan. All aspects of that career field will be covered during the course of the year. Some Explorer units are more long-term in nature with their own equipment to maintain and use. Search and rescue units and sea explorer posts are two examples. For more information on Exploring opportunities in Oregon, contact local Scouting officials or

Director of Exploring
Columbia Pacific Council
Boy Scouts of America
2145 S. W. Front
Portland, OR 97201
(503) 226-3423

Action and Service-Learning

One of the more popular forms of experiential learning is the kind that can happen when students devote a class period or a good chunk of of a school day for a term learning in the community. Action learning projects have long been promoted by ASCD (Association for Supervision and Curriculum Development) and NASSP (National Association of Secondary School Principals). Students at Tigard High School, for instance, can enroll in an Alternative Futures Class that has spent considerable time examining environmental issues and working on projects where the community becomes their laboratory. The Executive High School Internship Program, which started on the East Coast, has been adapted for gifted and talented students in Eugene. In this program, students participate in internships with a focus on management careers. Thanks to national leadership by ACTION, the federal volunteer agency, high schools can now receive free technical assistance materials and training on how to help students meet community needs and receive credit at the same time. Projects have ranged from emergency home repair and winterization to providing recreational therapy in day care centers and nursing homes.

Information on how to start an action or service-learning program can be obtained by contacting:

National Student Volunteer Program
ACTION
806 Connecticut Avenue N. W.
Washington, D. C. 20525
(800-424-8580 ext. 88 or 89)

For possible participation in a project that prepares your school staff for helping students organize volunteer projects in the community, contact:

Kellogg High School Project
National Information Center on Volunteerism
P. O. Box 4179
Boulder, Colorado 80302
(303) 447-0492

For information on two local projects, contact:

James Holst
Eugene School District
200 N. Monroe
Eugene, OR 97402
(503) 687-3471

Jim Carlile, Principal
Tigard High School
9000 S. W. Durham
Tigard, OR 97223
(503) 620-1620

For information on a unique student exchange program nationally that presently includes Aloha High School and Catlin Gabel, contact:

National Network of Complementary Schools
55 Chapel Street
Newton, Mass. 02160
(617) 964-6920

Comprehensive, Project-Learning

Since 1971, Northwest Regional Educational Laboratory has been involved in research and development on one comprehensive approach to secondary education that is based entirely on experiential learning concepts. Originally called Experience-Based Career Education (EBCE), this approach to instruction relies on a partnership between school staff, students and community resource persons with a great deal of help from parents and other students as well. Students spend a majority of their school time away from traditional school activities and instead follow an individualized curriculum that is built directly for the student's personal interests, needs, desires to fit local district graduation

requirements. The resources of hundreds of community sites can be used to design student explorations and learning projects that translate back into school credit. The original test site for EBCE in the Northwest was Tigard, Oregon. Other versions are now operating in Hillsboro, Jackson County and Gresham. NWREL's model program can now be found in 50 agencies in 26 states. A similar but less comprehensive program, called the Everywhere School, is operated by the Estacada School District. For information on materials that were built from the Tigard program, contact:

Rex Hagans
Program Director
Education and Work
Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, OR 97204
(503) 248-6893

For information on other EBCE sites in Oregon, contact:

Jim Carlile, Principal
Tigard High School
-or-
Sandra Kannenberg
Community Experiences for Career Education
9000 S. W. Durham Road
Tigard, OR 97223
(503) 620-1620

Dr. Vince Gallo, Director
$(CE)_2$ Center
Jackson Intermediate Education District
17 West Fourth Street
Medford, OR 97501
(503) 776-8598

Al Miller, Director
Project TOTAL
Hillsboro Senior High School
3285 S. W. Rood Bridge Road
Hillsboro, OR 97123
(503) 648-8561 ext. 768

Tom Williams, Specialist
Career Exploration
State Coordinator, EBCE
State Department of Education
942 Lancaster Drive N. E.
Salem, Oregon 97310
(503) 378-3597

EBCE is similar to a program called "Walkabout" that is promoted by Phi Delta Kappa, a professional education organization. To find out more, write:

Walkabout
Phi Delta Kappa
P. O. Box 789
Bloomington, Indiana 47401

Cross-Cultural Experiences

A few lucky students each year in schools across Oregon will receive those once-in-a-lifetime chances to visit, work or otherwise become involved in a cross-cultural experience. Some students have traveled overseas to bike through England or make a choral tour of Japan; others have been selected as exchange students abroad. On the home front, students have tackled social problems in a service-learning mode by living and working in another cultural setting (adopting a Vietnamese family as they settle in a new land).

One of the best ways to combine a cross-cultural experience with action leaning is typified by Foxfire-type programs that are springing up across Oregon and around the nation. Inspired by the original Foxfire magazine and book series developed by two high schools in the Appalachian hills of North Georgia, these programs generally help journalism and English students learn and practice skills ranging from anthropology to photography, from editing to recordkeeping as they plan, write, produce

and market materials that depict the crafts, stories and history of their community. For information about Oregon variations on this idea, contact:

Barbara Sonniksen
Meadow Park Intermediate School
Beaverton School District
Beaverton, Oregon 97005

Similar programs are said to be operating at Central Linn High School, Hillsboro Mid-High, Madras Junior High and Alsea High School.

Personal Growth

For still other individuals, there are personal development experiences that build interpersonal skills and character while offering a physical challenge as well. Perhaps the best known example of these privately-sponsored programs is Outward Bound.

Materials developed by Northwest Regional Educational Laboratory, Lindsay Building, Portland, Oregon, to support these modes of experiential learning includes:

Experience-Based Learning: How to Make the Community Your Classroom

A professional book, developed by and for teachers, administrators and curriculum planners. Focuses on experience-based learning as a proven approach to individualized career exploration, how it supplements the other positive goals of high school education, how you locate and use community resources, and how you, your students and community partners work together to manage the process. Demonstrates experiential learning techniques. Offers practical, tested ideas applicable to English, social studies, mathematics, art, science or any subject area. Includes more than 25 student learning projects, illustrations, and an extensive bibliography.

The Community Resource Person's Guide for Experience-Based Learning

Tells community people about experience-based learning and how they can participate. Contains short, straightforward suggestions to help resource persons create effective learning opportunities for students. Motivates their involvement for a successful school-community team effort.

Student Competencies Guide: Survival Skills for a Changing World

This down-to-earth process helps young people acquire basic coping skills they'll need as adults, such as income tax filing, handling a bank account, buying insurance, and facing emergencies. Community resource persons participate in approving student performance of each competency. Serves as year-long record of student activity.

Student Guide to Writing a Journal

This journal writing process helps adolescents take stock of their lives, their ambitions, and their daily problems. Encourages self-reflection about experiences and life goals. Builds dialogue between the student and adults.

Student Record of Community Exploration

Exploring community sites becomes educationally productive when students have clear guidelines for their investigation. This folder helps them match their abilities, interests and needs with those required in the community.

V. What Skills Can A Community Site Teach?

If you're still unsure about what a student might learn on a typical community site, try an activity like this. Think of any workplace in the community and list all of the possible topics or subject areas a student might be interested in. Are any of these skills used at that site? Could a student learning project be written to incorporate those skills?

The example that follows is one that is found in most towns (5,000 or so population) in Oregon today--the city planning office. You can probably think of many more sites that use a variety of skills in the course of daily work. Let your imagination have free rein! Then go ask those community resource persons to share their facility, equipment materials and particularly their personal knowledge with inquisitive students.

An example of what your city planning office may have to offer is as follows:

CITY PLANNING

(Community Development Office)

Selected Fields of Study	Agency Need Student Might Fill	Skills to be Practiced
Agriculture	Analysis of balance between farm lands and urbanization; data on present family-owned farms	Survey of soil types; charts of growth/decline in agri-business
Anthropology	Summary of records on early settlers in community; data on present-day cultural mix	Research into community "roots"; survey of ethnic groups and organizations
Architecture	Review of how old and new residents feel about building standards and sign codes	Research into existing city ordinances, codes and covenants

Selected Fields of Study	Agency Need Student Might Fill	Skills to be Practiced
Art	Prospectus for using federal set-aside for art in public places	Public opinion poll on visual impact of proposed downtown shopping mall
Biology	Survey of indigenous plant and animal types	Classification of existing natural habitats
Black Studies	Validating community support for proposed Black Culture Center	Draft guidelines for supporters to follow in seeking conditional use permit and neighborhood association endorsement
Business Administration	Systems chart for developing master community development plan	Specification of procedures and estimated costs for consultants
Chemistry	Recommendations for stream pollution control policies	Analysis of water quality samples
Computer Technology	Traffic survey information	Analysis of data from traffic counters and observers
Criminology	Review of plan for proposed community facility for work release offenders	Interview neighborhood residents for opinions on location of "halfway house" in neighborhood
Economics	Review of employment patterns and income distribution	Survey and analysis of local commerce
Education	Facility planning and effect on neighborhoods	Elementary and secondary enrollment projections
Engineering	Odor control for water and sewage treatment facilities	Examination of maintenance and prevention techniques
English	Review of public and private signs/billboards for spelling, grammatical usage and symbolic value	Analysis of colloquial vs. standard English in everyday communication
Foreign Language	Survey of non-English speaking citizens by language type to assess translation requirements for local elections	Interview non-English speaking persons to assess needs

Selected Fields of Study	Agency Need Student Might Fill	Skills to be Practiced
Forestry	Plan for protection and utilization of forested areas	Classification of primary tree types
Geography	Analysis of neighborhood growth patterns	Survey of natural and man-made barriers to neighborhood development
Health	Summary of air quality measurements during rush hour periods	Effect of industrial emissions on community health standards
History	Inventory of historic sites	Interpretation of early city records
Home Economics	Report on liveability standards in community	Analysis of family size data and minimal financial needs for sustenance
Horticulture	Classification of scenic areas, greenways and parks	Analysis of maintenance requirements for city-owned landscaping
Industrial Technology	Effect of noise abatement controls on manufacturing enterprises	Analysis of city tax structure vis-a-vis industrial expansion
Journalism	Report to taxpayers on city services for youth during previous year	News releases inviting citizen participation in planning process, summarizing meetings held
Law	Revision of city codes affecting senior citizens' housing	Drafting and approval process for ordinances
Library Science	Conduct needs and feasibility study for proposed bookmobile and neighborhood storyhours	Cost analysis for bringing library services to the people
Marketing	Market survey of needed new industry, business, commerce	Analysis of transportation facilities and requirements
Mathematics	Population projections for city over 25-year period	Analysis of birth, death, in/out migration
Medicine	Hospital bed inventory	Planning for medical emergencies
Meteorology	Effect of weather on energy consumption	Preparation of climatology charts and winter storm incidence data

Selected Fields of Study	Agency Need Student Might Fill	Skills to be Practiced
Military Science	Plan for mobilizing students to assist National Guard in disaster relief	Forecasting response times and material requirements to meet emergency needs
Music	Cost/effectiveness study of background music in downtown mall	Research on public reaction to "mood" music
Nursing	Availability of health services to shut-in senior citizens	Case studies of home-bound older poor citizens
Oceanography	Study of ocean resources affecting community development	Classification of coastal estuaries
Physics	Noise abatement recommendations for freeway routes	Measurement of noise levels during selected time periods
Political Science	Plan to increase citizen involvement in decision making	Poll on neighborhood views on long-range needs
Psychology	Analysis of effect of housing density on mental health problems	Survey of personal life style preferences of apartment dwellers
Public Affairs	Prospectus for day care facilities to meet needs of working mothers and fathers	Balancing public vs. private proprietary options in delivering social services
Recreation/P.E.	Long-range plan for neighborhood parks	Inventory of public and private recreation facilities
Religion	Inventory of churches and church-related facilities	Analysis of ordinances affecting non-profit organizations
Speech	Interpretation of long-range master plan to community groups	Use of audio-visual aids to explain complex problems
Theatre	Vacation-period entertainment for children in community parks	Adaptations of mime as a noon-hour diversion for downtown office workers
Veterinary Science	Review of animal control ordinances	Estimated pet census by neighborhood

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